

CREATING AN IMMERSION PROGRAM FOR ELs IN HIGH-SCHOOL.

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Abstract

Culturally linguistically diverse students were ignored for a long time in education. At present, different approaches and programs are set to guarantee the inclusion of students' different needs in schools. This project aims to verify the effectiveness of summer immersion classes' strategies for newcomers, promoting intercultural integration and understanding amongst students. Two approaches were used as the basis of it: the communicative language teaching approach and content-based instruction. This project suggests immersion classes' effectiveness through technology and group interaction and the importance of extracurricular classes in academic performance and the language's cognitive gain. These tools will give the students the necessary resources to learn and develop the language's four skills. Teachers will benefit from this tool because it is intended to call for reflection on the academic and emotional results of the CLD students since they are of the utmost importance when creating a curriculum that improves the process of acquiring a second language; at the same time that they facilitate intellectual development and educational and social integration of the school population.

Dedication

I dedicate this thesis to my beloved family, who are present every day even in the distance, my husband who never stopped pushing me to finish this project, also my extended family who encouraged me as a daughter, and to Brady, may this project be an example for you of achievement. Para ustedes, ¡Si se pudo!

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Chapter 1: Introduction

EFL classroom in non-English speaking countries where I had most of my experience teaching English was concentrated in language acquisition per se. Most of my students wanted to learn English for many reasons like professional advancement or to look for other opportunities in English speaking countries. However, when I arrived in the U.S. to teach ESL, my reality was completely different.

Students who come to the ESL class are often fluent enough to communicate and to participate actively in daily routines in English speaking schools. So, most of them do not see the purpose of being taught the language they already use, even if this language is filled with grammar errors or communication issues, but they realize they do not have to improve when dealing with math, science, and history. The ESL department in Vance County Schools offers summer classes to ESL students to bridge the language gap. This research aims to provide this program with a more structured and organized curriculum to help teachers ensure that students' progress toward full English proficiency.

Vance County Schools have a diverse population with people from various South American, Africa, and Asia countries. These children come to these schools with limited English proficiency and must be served and helped during their school life. This research aims to provide a scope and sequence of what the summertime English class should do to succeed in school. This scope and sequence can be easily translated for parents who might be English learners themselves and lack the preparation to address concerns about

their children's education. This program will be offered for a month during the summer. Classes meet four days a week for four hours a day and could be used for blended instruction.

As the immigrant families in the U.S. keep growing according to Harper (2004), "the total U.S. school population grew by 6% between 1979 and 1999, the English-language learner (ELL) population increased by 138%" (National Center for Education Statistics, 2003, as cited in Harper, 2004, p. 1), the need for having bilingual teachers in schools to serve this population increases as well. Thus, schools need to create more independent and self-sufficient students, providing E.L.'s with the tools necessary for their success. This research also provides lesson plan ideas to grasp better what it would be like for them once the new school year begins. I hope that the result sets expectations of acting as a mentoring program for new students and building a sense of unity and responsibility.

The topics to cover the scope and sequence are based on vocabulary and making sure students can use these strategies in their classes. In my experience, spending time with students and explaining math content makes it more meaningful and useful than just giving the student vocabulary lists. However, not all children need the same kind of support, and when I started as the ESL teacher in my school, there was no clear plan to follow. So, this plan seeks to support a teacher with a clear path to serve better a population that was at a clear disadvantage.

In addition to developing lesson plans, the scope and sequence, and projects that would improve the communicational skills of the E.L.s in Vance County, this project

concentrates on providing students with test-taking skills that are needed to pass the ACCESS exam satisfactorily. These skills will also impact the students' academic performance in other subjects and prepare them for high school graduation. This project is also a useful tool for parents because they can follow the information and be more involved. These well explained tools might benefit the teacher interactions with the family, as "Research suggests that many teachers have little idea about how to work effectively with parents from different cultural backgrounds" (Guo, 2006, p. 83). This design might benefit the families as well by providing a clear idea of the work done daily.

This project will improve my teaching since it will make me organize many ideas more effectively and support or challenge the purpose of certain practices I have in my classroom. In my first-year teaching in the U.S., the most efficient and effective science teacher in my school showed me how her curriculum was organized. It is so well organized that every assignment builds up to the next one. Its content is organized by day, topic, and assessment, giving her a clear path to follow and adapt to the number of students without extra work or disrupting her daily activities. I strive to achieve this level of organization since my classes tend to be scattered throughout the semester. I make it as entertaining and straightforward as possible, but if something goes wrong, my class immediately falls apart because, while I may have a few tricks up my sleeve, my assignments do not tend to be that flexible.

The new normal we are facing with Covid-19 has made my unique and entertaining strategies completely useless. I hope this research will help me discover new strategies that will positively impact my students. Teachers must update their strategies and make sure we can offer our students modern solutions to troubles they might be

facing with their education in these troubling times. Building a window that allows teachers to interact with the E.L.s backgrounds by merging the new information using technology as a tool will impact the whole school positively.

Vance County High School needs a more concise plan for the immersion program that includes instructional strategies combined with well-prepared lessons, background information, a supportive environment, and timely assessment; students will thrive academically. As Brown (2007) expressed, “content-based ESL instruction is anchored firmly in second language acquisition theories and pedagogically needed for English learners,” so it is evident that content-based seems to be the best option for this curriculum.

Chapter 2: Literature Review

In this chapter, I will review literature focused on English learners' needs and develop a summer ESL program for newcomer ELL high school students. This project will help the teacher and parents organize the necessary content in a practical way that is useful and accessible. The first part of this review analyzes the definitions of the program, and curriculum, and immersion programs. Then, I will provide an overview of the different language teaching models and their benefits for students.

Educational Program and Curriculum

The Educational Policies Committee (ASCCC) (2018) defined in Title 5, Section 55000(m) an educational program as Salia- Bao (1988) defined as "learning experiences and activities provided by school and society in order to educate the child" (p.5). Also, Su (2012, citing Beauchamp, 1977 and Wood & Davis, 1978) asserted, "Curriculum can be understood as a process of selecting courses of study or content" (p. 154). While there are several definitions of curriculum, Ndlovu (1997) pointed out that "curriculum has been broadened to include all the experiences students have in a particular educational institution" (p. 12). These experiences go from the complete learning setting to the social aspect of education. In support of this, Alsubaie (2016) stated that "an effective curriculum should reflect the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that comprise a specific educational program" (Alsubaie, 2006, p. 1).

English learners in education.

One of the challenges facing education professionals today is undoubtedly cultural diversity in schools. Cultural variety is a characteristic of our society; we live in a multicultural environment where different traditions and the human groups that practice them coexist (Calderon et al., 2020, p. 5). Since the growth in number of immigrant families in the U.S., schools have adapted to the immigrant population's exponential growth. According to Budiman (2020), "The foreign-born population residing in the U.S. reached a record 44.8 million, or 13.7% of the U.S. population, in 2018. This immigrant population has more than quadrupled since the 1960s", schools made changes to guarantee a good education for children regardless of their backgrounds.

Schools across the U.S. were dealing with the influx of immigrant students from all over the world, even in states like North Carolina, Nevada, Georgia, Arkansas, and Nebraska, where there is not a large population of immigrants challenging the school system to adapt to new populations (Rubin et al., 2012, p. 3). This immersion process influences families of English language learners who find their cultural background compared to the new cultural background in the U.S. so, families feel more comfortable where they could find people who share their cultures.

New families are continually trying to find their way around the new school system by taking advantage of local networks to help them adapt to the new environment (Rubin et al., 2012). "There may be other parents, community leaders, or religious leaders. New immigrants also seek out school personnel who speak their own language" (Rubin et al., 2012, p. 3). In this case, many times ESL teachers must serve as interpreters more than educators.

These foreign-born students could attain proficiency in the English language to ensure their success in school. The National Center for Education Statistics (2020) asserted that Spanish is the most frequently spoken language amongst culturally linguistically diverse students, representing 74.8 percent of all ELL students and 7.6 percent of all public K–12 students. Arabic and Chinese were the next most reported home languages (spoken by 136,500 and 106,500 students, respectively) (National Center for Education Statistics, 2020). However, new immigrants to the United States have difficulty understanding the school system here; they often come from different educational settings in their home countries' (National Center for Education Statistics, 2020).

First Language Attrition

Language attrition is "the non-pathological decrease in a language that had previously been acquired by an individual" (Köpke & Schmid, 2004, p. 5). It generally happens because of growing language contact with the L2, leading to loss in either the form or the function level of the first language (Köpke, 2004). Cherciov (2013) stated that "For a variety of reasons, notably linked to its size and flexibility, vocabulary has typically been regarded as one of the most vulnerable areas affected by language attrition" (Andersen, 1982; Köpke, 20013 p. 717). After students become more accustomed to using their L2, they may start to be more susceptible to avoiding the use of their L1.

Cherciov (2013) pointed out that "L1 attrition in immigrant contexts is triggered primarily by reduced L1 input, coupled with increased dominance of the L2" p. 717). For

the immigrant speaker, there is often a significant reversal in the utility of the L1 (Dorian, 1982, cited by Cherciov, 2013) in the new environment; the migrant's use of the L1 is confined to interactions with the somewhat restricted circle of migrants from the home country. Simultaneously, the attrition process rate is determined by many factors including linguistic, sociolinguistic, cognitive, or biological (Cherciov, 2013, p. 717).

This phenomenon of language attrition by immigrants influences their native tongue due to their growing academic interest in their new country, which is linked to increased growing academic interest due to increased migratory movements worldwide. Along with learning the host country's language, the L1 undergoes inevitable changes, some of which indicate linguistic wear. When immigrants are also teachers who teach their L1, this issue has personal and social repercussions, affecting their professional performance (p. 718).

Language Teaching Models and Approaches

There is no one specific method or model to ensure language learning; however, several models help culturally linguistically diverse students. These programs help develop academic skills while teaching English. Teachers plan their classes using different methods and approaches to meet the students' linguistic, academic, and affective needs. According to Rennie (1993), "although there may be reasons to claim the superiority of one program model over another in certain situations (Collier 1992; Ramirez, Yuen, and Ramey 1991), a variety of programs can be effective." programs can be combined to guarantee success (Colorin Colorado, 1993).

English as a second language (ESL).

Lewis and Gray (2016) pointed out that English as a Second Language (ESL) instruction, also known as English language development (ELD), provides instruction that focuses on the structure and use of the English language, using carefully articulated English language instruction designed to meet the needs of students at various levels of English proficiency. The instruction may also include the use of content materials related to the curriculum and typically involves little or no use of the native language. , in most cases, pull-out instruction in ESL, used in elementary schools, is when students are pulled out of the regular classroom to receive English lessons. For middle and high-school settings, students receive services during a class period that leads to course credit (Renier, 1993).

Dual language immersion program.

Another program of language instruction is the immersion program. DLI refers to regular education instruction in two languages, typically starting in kindergarten, with at least 50% of the partner language instruction (Budiman, 2020). Since cultures, customs, beliefs, values, and attitudes can vary within and between countries, the teacher has to include all CLD students in order for the program to create globalized citizens; teachers accomplish this by exposing students to the target language and culture for as much time as possible. them to the most amount of time possible to the target language and its culture. Learning a new language entails learning about culture, feelings, and customs without necessarily sharing those views (Hudson & Hudson, 2003), and ESL teachers must convey those aspects using the target language. According to Hudson & Hudson

(2003), "Cultural perspectives provide insights into ESL teaching and learning" therefore, making it possible for students to have those interactions with native speakers. Moreover, English learners are immersed in the culture and the language as they live in this environment.

Sheltered English/content instruction.

Sheltered instruction is a framework to help teachers plan and organize their instruction to ensure the students' learning gets scaffolded from the native language, building confidence in knowledge until the second language is fully developed. Sheltered instruction guides teacher planning with instructional strategies and language objectives for the students. This model aims to help regular education teachers understand the CLD students' backgrounds. There are several strategies and steps to follow to adequately adapt this model in a classroom; instruction relies on a mix of strategies and promotes interaction between students to ensure language learning. "Such interaction, especially hands-on learning situations, is considered essential for CLD students as a means by which they can practice their emergent L2 skills." (Herrera, 2015). With the teachers' support, students transition from poor language abilities and eventually progress to become independent of their teachers. As Markos et al. (2016) stated "The goal is for students to acquire the English proficiency and content area knowledge needed to transition successfully to mainstream instruction."

With this model, a teacher is dually certified in the content area, and ESL, or a co-teaching model is used through which instruction is presented by a content area teacher and a certified E.L. specialist teacher. These models provide English learners with the

best strategies possible for them to thrive and improve. "Research on cooperative learning has suggested several benefits for bilingual students that may be associated with this theme or strategy of sheltered instruction." (Herrera, 2015). The authors pointed out many of the benefits of cooperative learning as a basis for sheltered education. Communication between colleagues not only benefits English learners but the rest of the students as well.

Benefits of Games

There are undoubtedly many ways to learn English, including group classes, private tutors, online classes, and courses abroad. Additionally, various mechanisms facilitate learning, such as music, T.V., and movies, but one of the most useful tools is games. Several studies have analyzed games' effectiveness and fun activities as effective vehicles for acquiring new knowledge. Games and activities also work as an incentive for long-term memory.

For many students, learning English can be an uncomfortable, tedious, and, in some cases, fearful process. Learning works best when we feel comfortable and relaxed. Comfort and familiarity make the learning process easy and smooth. Besides having fun, students relax and better internalize content without making mistakes when they are comfortable. We know that playing is the most crucial part of any learning process when we are young. Perhaps this is true because, as adults, we believe that playing is only about "children's things," but the truth is that when new knowledge is acquired through play, our brain registers and stores it for an extended period. Martinez (2013) stated,

"Play and development are closely linked to each other in a global way: the world of affections, social learning, and cognitive development are manifested in play and, in turn, grow by their action" (p. 105).

The psychologist Paul Moor (1981), the psychoanalyst Erik Erikson (1982), and the psychoanalyst Donald W. Winnicott (1986) shared the opinion that students are more engaged in a foreign language class when authentic materials are used, instead of the traditional human-made materials like textbooks or exercise books. When teachers use authentic materials, it increases students' level of involvement and concentration.

More studies are currently indicating that games are an ideal vehicle for learning another language; as Moyles (1990) stated, "The game situation brings stimulation, variety, interest, concentration, and motivation." Introducing games into the English learning process shows how memory, mental agility, companionship (when the games are in groups), and persistence reinforce students' positive values (p. 87). Linguistic competence is enriched when we push ourselves to develop in various communication settings. Moreover, vocabulary is the part of language learning that is most frequently learned through games, but students can also practice pronunciation and listening comprehension if the game is in a group.

Learning through games helps students remain interested in language learning since the goal is to win a particular game using the new language. In the opinion of British researcher Wright (1984), "games offer participants confidence in themselves and in their abilities." Games are a powerful vehicle for teaching English of all ages. We can use them as a class activity to enrich our students' vocabulary or improve their grammar and English accents. According to McGill University psychology professor Fred

Genesee: "Using games in the foreign language classroom is an essential element in the own process of teaching-learning a language, especially in its first stages since it introduces us to certain skills necessary to current society from a didactic prism" (1994).

Benefits of groups and interaction.

When participating in games as a group, immersion students develop fluency in the target language and a strong sense of solidarity and often form a strong community that reflects the positive aspects of their learning. Alfares (2017), group games also promote teamwork and student sociability and help students develop their creative and communicative ability to avoid anxiety and from speaking and interacting with others (p. 248).

The social value of games for students, the Argentine philosopher and psychologist Gregorio Fingermann (1970) pointed out, "playing is a factor of social development in the individual. Through the game, not only social trends are executed, but the cohesion and solidarity of the group are maintained". These practices benefit English learners because they reduce pressure and increase socialization. Group games are essential in the individual learning process because they teach learners to collaborate while also acquiring language knowledge. In the opinion of the British professor and researcher Susan Halliwell, "Games provide the opportunity for cooperation and immediate response from classmates and teacher" (1993, p. 58).

Summer Classes

Palacios's investigations showed (2012) the relationship between attendance at extracurricular activities and academic performance. Their results highlight that students who immerse themselves in varied activities are more likely to develop better school attitudes and reach higher academic achievement levels; the objective of extended classes during the summer is to increase students' knowledge by increasing their work quality and helping them achieve personal growth (p. 3).

Leal and Camacho (2016) asserted that there are many advantages to extracurricular classes and activities, including academic improvement, higher scores on standardized tests, and higher educational levels (Leal & Camacho, 2016, citing Marsh, 1992, Gerber, 1996 & Hanks & Eckland, 1976). Get better grades (Marsh, 1992). Additionally, students actively involved in their preparation are less likely to use drugs, drop out of school, misbehave or commit criminal acts (Cooley, Henriksen, Nelson & Thompson, 1995, Mahoney & Cairns, 1997, Marsh, 1992, Landers & Landers 1978, Spanish, 2011).

Even with additional programs, it is also important to incorporate summer programs as summer learning loss is a significant problem. Cooper (2001) explained a little about the summer learning loss, proving in his research that those students who had a vacation period returned with a lower level than those involved in summer extracurricular activities, whether sports, cultural or extra academic classes. These activities will lead them to learn, respect others, work as a team, cope with any circumstance, and learn how to rebound from defeats. (p., 2).

Also, Camilleri J. (2016) pointed out, "The classes offered in summer school may be remedial in nature. That means the classes are providing reinforcement of the previous year's skills"; hence the academic performance elevates. Moreover, summer classes were

meant to help students achieve minimum requirements, though slowly, summer classes started to change to offer more support to students with special needs; this supports the need to have summer classes for English. (Cooper, 2001, p.9).

Technological Tools in the ESL Classroom

Technology is now more accessible to students of all ages in most parts of the world, and education has embraced technology with open arms, allowing innovation and empowerment for both teachers and students. David Warlick explained, "we need technology in every classroom and every student and teacher's hand because it is the pen and paper of our time, and it is the lens through which we experience much of our world" (Lynch et al. (2014) as cited in Rao, 2012). Education must adapt to a new era where devices are taking over the world. According to Gran and McAlpine (2017), the use of technology in the classroom has many beneficial aspects; it improves learner engagement, builds cross-cultural connections, processes multimedia data, and prepares students for successful communication in a globalized world (p. 5).

In 2020, during the COVID-19 pandemic, the technology demonstrated an excellent non-traditional teaching and learning tool. There is a staggering number of online platforms for learning and, more specifically, for language learning, assessment, teaching, and playing. Lynch et al. (2014) cited Richards and Renandya (2002), "we should not lose sight of the fact that it is the teacher, not the technology, who determines the quality of the learning that takes place in the classroom (p. 361). Technology offers many elements, but teachers are still the ones who can make the best out of those tools.

School districts have incorporated new technologies into their schools due to the benefits of technology. However, there are also challenges to using technological tools in the ESL classroom to be considered, Robertson (n/d) highlights the following as the more critical concerns:

Students without a basic vocabulary cannot learn new computer skills or complete assignments; learners may have limited access to technological tools. Even though the school offers computers and internet in the building, it only recently has been possible to provide most students in the U.S with a device and facilitated internet access for all students (due to the ongoing epidemic); privileged students have always been in touch with technology making them tech-savvy. However, this is not a reality for every student. Keeping up, updating, and dealing with an overload of information has teachers and students equally overwhelmed. (Robertson, n.d.).

Although these challenges may seem ordinary, many students might be facing them all at once, so educators need to continue using those tools correctly. Robertson (n.d.) stated, "it is imperative to focus on effective teaching strategies commonly used in other content areas, such as academic language development and meaningful interaction with the content." (Robertson n. d.).

Chapter 3: Project Design

In this chapter, I explain the rationale behind creating a summer program for newcomers. In many cases, teachers are expected to start teaching without proper preparation, and in the worst-case scenario, without a guide to plan and guarantee students' learning. This program seeks to help teachers who may find it challenging to determine where to start and, given the opportunity, want to create a safe learning environment for students without the pressure of standard core classes.

Most culturally linguistically diverse (CLD) students start their academic lives immersed in this new system that requires them to understand math or science regardless of whether they can understand the language they use when teacher explains the lessons. When students cannot understand their teachers, it contradicts the U.S Department of Education and the Department of Justice's statement in 2015 which stated “Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities” (Calderon et al. 2020, p. 5). Although, the students themselves might be the ones reluctant to participate in class due to insecurities or personal complications.

There are several methods and approaches for language teaching, and there are two methods that are the basis of this program. Communicative Language Teaching (CLT) originated in the 1970s in Europe as a response to the Audiolingual Method that relied heavily on memorization and did not have much room for meaningful use of the language (Parrish, 2004, p. 33). Similarly, Content-Based Instruction (CBI) arose as another contradictory response to the Audiolingual Method (Parrish, 2004); making content entertaining through the use of creative strategies takes any subject to another

level and helps present it to students in a way, which results in more engaged students (p. 25).

This project takes most of the core principles from these methods (and others) to facilitate language acquisition and create a positive learning experience during summer classes. Due to the global pandemic, online learning has become familiar, and technological tools are used in this program for blended education, which refers to the use of both conventional resources and internet-based strategies in the classroom (Schwartz 2018).

This project seeks to present an organized guideline for teachers to follow when planning for their classes. Moreover, it offers parents a better understanding of what students will be studying during the summer. This program intends to offer a guideline for any teacher so that the teacher can start at any point. Thus, I provide a scope, sequence and example lesson plans showing how a teacher may use this resource.

The New Jersey Quality Single Accountability Continuum (NJQSAC) (n.d.) defined a curriculum map as "a model for content, skills, and pacing. Teachers will adapt the map in light of 'students' prior knowledge" (n.d.). This pacing guide was used to build this project for a summer class that spans four weeks with four hours each weekday and a thirty-minute break incorporated into each day. Lessons are planned to consider the time of the class and the topics developed for the program, which can be adapted to any student's background. Furthermore, this project will explore one sample resource that could be used to increase engagement by using technology. Both the lesson plan and the scope and sequence follow the standards dictated by WIDA.

The WIDA standards (2012) "consist of a set of interactive and interdependent components that exemplify 'WIDA's vision for academic language development" (p. 3).

These standards have the following components" (2012):

- a. **WIDA Can Do Philosophy**, all students bring transferable skills from their L1 to the classroom, and these must be taken into consideration when planning a lesson (2012, p. 3).
- b. **The Guiding Principles of Language Development** combine all the academic research related to language development with effective didactic practices (2012, p., 3).
- c. **The Features of Academic Language in Sociocultural Contexts** "highlight academic language features across three dimensions: discourse, sentence, and word/phrase and six levels of language proficiency taking into consideration the various components of the learning environment (grade-level content, purposes for language use, role relationships with others, and other factors)" (WIDA, 2012, p. 3).
- d. **The Performance Definitions** outline the criteria met by the students, using the Features of Academic Language as a base (2012, p.3).
- e. **The Can-Do Descriptors** illustrate students' capabilities in each step of their language learning process within the five development standards (2012, p. 3).
- f. **The Standards Matrices** are an explicit connection between the state academic standards and what language development classrooms should look like for planning (2012, p. 8).

Chapter 4: Project

This document contains a scope and sequence for planning classes in a summer immersion program English class, focusing on developing students' different skills when learning a new language. Similarly, lesson plans are explicitly stated for easy understanding by teachers and students.

I elaborated the lessons in this project under the vision of the communicative language teaching approach (CLT), a method focused on the highest importance given to interaction as a means and as the final objective in learning a language. Hymes (1971) proposed creating an approach that was concerned with investigating the rules of use of a language in its environment, in the various socio-situational contexts in which verbal communication in a community occurs. This approach will be a guide under the rules that constitute the communicative competence of the community members.

English teaching curriculum based on the communicative approach presents a similar essential objective for language education: the acquisition and improvement of the set of knowledge, skills, attitudes, and capacities, which allow functioning in societies appropriately and competently in the various communicative situations contexts daily life. Therefore, the classes integrate activities oriented to the consolidation and development of the students' skills to use linguistic and communicative

The CLT approach has been structured since its first formulation (Hymes, 1971) with various researchers' investigations until they constitute a set of competencies. One of the more extended models, created by Michael Canale and Merrill Swain (1980), later

expanded by Canale (1983), described grammar competences, sociolinguistic competences, discursive competences, and strategic competences.

The student is the center of this program's activities, concentrating on the students' communicative and learning needs. This program allows students greater autonomy in their learning process and, therefore, greater responsibility in making decisions about their needs and expectations. The analysis of needs and the students' negotiation thus constitute the axis on teachers' performance.

However, the project's strategies do not put aside the contents needed once the school year begins. Another guide for this project was to use Content-Based Instruction. Parrish (2004) defines content-based instruction as a teaching approach that makes subject matter the curriculum's basis (p. 33). It is worth noting that both content and language are taught and learned together (Freeman and Freeman, 2007), and that language is understood as a foreign language or a second language (Marsh, 2002).

This approach integrates the four skills (listening, speaking, reading, and writing) and connects with the natural academic task. Similarly, this type of instruction motivates students since the content involves a subject, they may find interesting. Students who are highly motivated build more elaborate mental schemes, improving their connections, and remembering information (Gómez, Jiménez & Lopera, 2011). The scope and sequence (See Appendix A) can be developed individually by any teacher in most learning environments; I recommend the use of technological resources (See Appendix B) to develop the lesson plan (See Appendix C) fully.

Appendix A: Scope and Sequence for a Summer Immersion Program

Weeks	1	2	3	4
	All about me!	My school life.	Likes and dislikes.	My community.
Main Idea	New country, new life!	Going to school.	Food, travel, and music.	Discover new places.
Essential Question	How do I fit in my classroom and school? How do I compare my culture with the target language's culture?	How do I describe my school experience? How do I compare my culture with the target language's culture?	How do we express likes and dislikes? How do I compare my culture with the target language's culture?	How does my definition of 'home' compare with the definition of others? How do I compare my culture with the target language's culture?
Literacy Standards and Objectives	ELD.SIL.7.1 ELD.SIL.7.2 ELD.SIL.7.3 ELD.SIL.7.4	ELD.SIL.10.1 ELD.SIL.10.2 ELD.SIL.10.3 ELD.SIL.10.4	ELD.SIL.9.1 ELD.SIL.9.2	ELD.SIL.14.1 ELD.SIL.14.2 ELD.SIL.14.3 ELD.SIL.14.4
Resources	• Computer • Use of media resources related to the topic and connected to the English-speaking community.	• Computer • Use of media resources related to the topic and connected to the English-speaking community.	• Computer • Use of media resources related to the topic and connected to the English-speaking community.	• Computer • Use of media resources related to the topic and connected to the English-speaking community.

	• Task cards • Digital/paper worksheets	• Task cards • Digital/paper worksheets	• Task cards • Digital/paper worksheets	• Task cards • Digital/paper worksheets
Assessment	Review homework • Notebook Check • Written Work • Cooperative Learning • Listening activity • Teacher prepared worksheets	Review homework • Notebook Check • Written Work • Cooperative Learning • Listening activity • Teacher prepared worksheets	Review homework • Notebook Check • Written Work • Quizzes • Cooperative Learning • Listening activity • Teacher prepared worksheets	Review homework • Notebook Check • Written Work • Cooperative Learning • Listening activity • Teacher prepared worksheets
Vocabulary and Structures	• Nouns • Pronouns • Verb to be • Adjectives, • Greetings • Farewells • Feelings • Animals • Culture • Useful expressions.	• Simple present • Frequency adverbs • Time expressions • Days of the week • Culture • Transportation • Prepositions.	• Simple present • Prepositions • Food • Music • Dances • Culture • Jobs • Information questions • Countable nouns	• Demonstratives • adjectives • Sports • Places in the community • Locations • Express and ask/give directions • Prepositions of place

			• Noncount nouns • Definite and indefinite article.	• Culture • "Would you like" for preference.
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Chapter 5: Conclusion

As I started working in ESL, I noticed that my students' different English proficiency levels were the most challenging part. Some students could have conversations with me in the target language, while others struggled to get their point across using their L1. I realized that I needed to use an introductory pacing guide during the summer classes to have tools to start the school year more prepared for me to serve them.

This scope and sequence explore topics that might seem easy but offer a fantastic view of several language learning aspects. It can be used as a base to plan entire classes using both technological and more traditional strategies. The ongoing pandemic Covid-19 shook up all aspects of our life, especially with teaching; we had to adapt to a new reality and be there for our students. This project helped me plan my classes in an interactive, engaging style.

This project includes exemplar lesson plans I created based on the scope and sequence; these lessons include formative assessment, which should be included for the amount of time in my main goal is to help my students improve their language acquisition skills. I used technological resources to help recollect the students' results and demonstrate what they learned during the whole time.

The main challenge I faced while designing this scope and sequence was trying different approaches and didactic materials to produce the one, I felt more comfortable using. I believe that the topics I selected for this scope and sequence transition quickly and

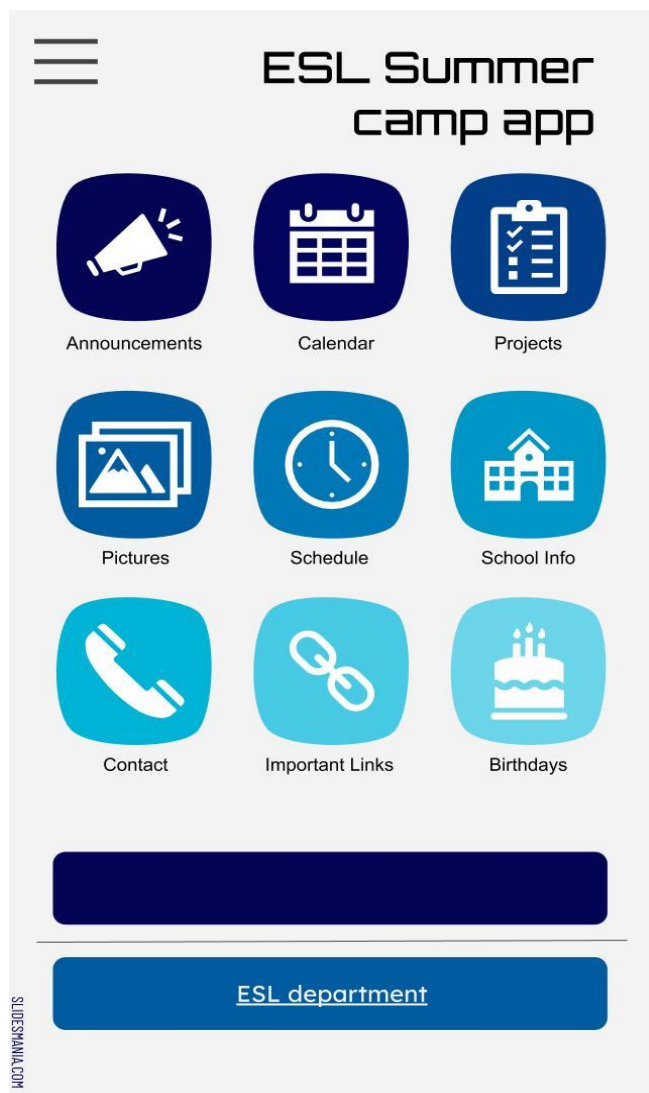
scaffolded the content to build the knowledge. Also, I wanted to use contents that were adaptable for the different WIDA proficiency levels; the example lessons I provided show how useful and helpful the scope and sequence is to plan lessons.

Writing this project made me realize how much I had learned during this time, not only during the writing process but also in the research process. Gathering all this information helped me update my knowledge about methods, approaches, and research resources; this skill supports me when planning my lessons using endorsed data correctly.

Additionally, on the personal side, I learned how to organize ideas and I am glad to see how far I have come with my writing since I started. I considered that writing the thesis was a challenge for me because I know I struggle with writing, and I had to prove myself with this, so this whole process made me aware of some mistakes and resources I could use to improve my skills, which ultimately makes me a better teacher. This project started because I wanted to organize my resources and classes and transformed them into a great tool to organize a summer program to push my students to the next level of language learning or get them caught up with the rest.

While creating engaging resources as an example for this project, I could also reflect on collaboration with colleagues and how accessible this program could be for any teacher interested in using the scope and sequence. Managing time, planning, and designing resources for this project reminded me why I became a teacher in the first place and forced me to remember how my students must feel every day in my class.

Appendix A: Class Resources



SLIDESMANIA.COM

Morning Meeting

Useful phrases of the day

- Welcome
- Hello/ Hi
- Good morning/good afternoon
- See you tomorrow

10 minutes news

Would you rather...

Would you rather (prefer) only use Netflix or only use Hulu?

1 2

Aug. 1

OUR DAY

- ☒ Do you hear what I hear?
- ☒ Reading cafe
- ☒ Lunch time
- ☒ Chill out and socialize
- ☒ That's neat: Afternoon meeting

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Inspirational quote of the day.

“Do the best you can until you know better, then when you know better, do better.” — Maya Angelou

individually



Reading cafe

Reading comprehension

Grab one of the books your teacher provided you with.

 Comprehension	 Accuracy	 Fluency	 Expand Vocabulary
• Check for understanding • Read the story again • Predict what happens next • Identify if it's a fiction or a non-fiction book • Name the characters • Retell the story • Talk about the problems and the resolution • Talk about the main ideas	• Use the pictures to help you read words • Identify letters and their sounds • Find the beginning and end sounds in a word • Play with rhyming words • Stretch or blend sounds in words • Chunk letters and sounds	• Read many words by heart • Read smoothly • Read with expression and good pace • Use punctuation for expression and fluency • Practice and read again • Read and enjoy books	• Listen for interesting words • Use interesting words in speaking and writing • Use prior knowledge and context to predict and confirm meaning • Ask someone to explain a word • Use dictionaries, thesauruses, and glossaries as tools

Aug.

1

Read

Complete your reading

Find new words

Pair with a partner and discuss and share your findings.

Share with the class

Complete the worksheet

That's neat: Afternoon meeting

Listen to the song



Aug.

1

Clean and organize your area while you listen to the song the first time and go back to your spot.

Share: what do you think the song is about?

Listen to the song a second time, read the lyrics. Is it what you thought it was about?

SLIDESMANIA.COM

Morning Meeting



Aug.
15



10 minutes news



CNN 10



Useful phrases of the day

- I'm a big fan of Indian food.
- I'm (absolutely) crazy about it.
- I'm quite partial to spicy things.
- I'm really into it (in a big way).
- You can't beat a good (Indian meal).
- I'm particularly fond of hot curries.
- There's nothing I like more than...
- Thai food is what I live for.
- What I wouldn't give for a Thai curry!



Inspirational quote of the day.

“I'm not telling you it's going to be easy- I'm telling you it's going to be worth it.” – Art Williams



Would you rather...

Would you rather be Prom King/Queen or valedictorian?



1



2



OUR DAY

- ☒ Do you hear what I hear?
- ☒ Reading cafe
- ☒ Lunch time
- ☒ Chill out and socialize
- ☒ That's neat: Afternoon meeting



Reading cafe

Reading comprehension



Read

Let's complete the reading together.

Find new words

Pair with a partner and discuss and share your findings.

Share with the class

Your turn: complete the postcard and mention what you liked about New York

Chill out and socialize

Let's play

Socialize:

- Find someone who
- Speed dating: Cupid agency

Chill out: Let's play

- Blookey game: guess the food

Aug. 15

15:00

Figure 11. Slides with the resource

Do you hear what I hear?

Listening comprehension

IFSA MOVIE THEN!

Learnwithak.com

Aug. 15

Tasks

- Let's listen carefully, Which expressions can you recognize?.
- Join into the [nearpod live session](#) and let's discuss and express our likes and dislikes regarding this indian holiday.
- [Your turn](#): complete this exercise individually

SLIDESMANIA.COM

That's neat: Afternoon meeting

 [Listen to the song](#)

Aug. 15

Can You Meet Me Halfway, Right At The Borderline? That's Where I'm Gonna Wait For You.

Clean and organize your area while you listen to the song the song the first time and go back to your spot.

Share: what do you think the song is about?

Listen to the song a second time, read the lyrics. Is it what you thought it was about?

SLIDESMANIA.COM

Morning Meeting

Useful phrases of the day

- Just next door (to my home)
- Just beside
- On my street / On the same street as..
- Just up / down the road
- Not far from (my home)
- Right on my doorstep
- Just a stone's throw away
- Just round the corner
- A two-minute walk from.

Inspirational quote of the day.

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.” – Malcolm X

10 minutes news

10

would you rather...

Would you rather go to school four days a week for 10 hours or five days a week for eight hours?

1 **2**

Aug. 30

OUR DAY

- ☒ Do you hear what I hear?
- ☒ Reading cafe
- ☒ Lunch time
- ☒ Chill out and socialize
- ☒ That's neat: Afternoon meeting

SLIDESMANIA.COM

Do you hear what I hear?

Listening comprehension



Aug. 30

Tasks

- Let's listen carefully, which expressions can you recognize?.
- Join into the [nearpod live session](#) there is/there are
- [Your turn](#): complete this exercise individually

SLIDESMANIA.COM

Reading cafe

Reading comprehension




Aug. 30

Read

Let's complete the reading together.

Find new words

Pair with a partner and discuss and share your findings.

Share with the class

[Your turn](#): complete the listening comprehension about England

SLIDESMANIA.COM

Chill out and socialize

Let's play

Chill out: Let's play

- QuizWhizzer: tour around London
- UK Trivia

Socialize

Pair activity Where in the world?

Aug. 30

15:00

SLIDESMANIA.COM

That's neat: Afternoon meeting

Listen to the song and sing along

I'll Be There For You
The Rembrandts
 Karaoke Version

Clean and organize your area while you listen to the song the first time and go back to your spot.

Share: what do you think the song is about?

Listen to the song a second time, read the lyrics. Is it what you thought it was about?

Aug. 30

Appendix B: Lesson Plans

Lesson Plan

Subject: ESL	Topic: Introduction to the class
Teacher: Lucmar Crespo	Week: 1 Day: 1 Time frame: 8:00 to 12:15 pm

NC Standard Course of Study Objective:

Standard 1 – Social and Instructional Language: English language learners communicate for social and instructional purposes within the school setting.

Activity	Description of Activities and Setting	Materials and Time
Welcome to the class	The teacher will present the class app in order to show the structure and expectations of the class. The teacher will present the daily agenda and introduce useful phrases for the class so students can communicate in the target language.	- Internet - Chromebooks - Smart board Timeframe: 15 minutes

• <u>Class app and class introduction</u> • <u>Daily agenda</u>	Students will introduce themselves as an icebreaker.	
	“Do Now” Activity: Students will repeat and use thumbs up and down to check understanding of the phrases and their use.	
“I Can” Statement	• I can introduce myself and others in the target language. • I can understand new words in the target language. • I can use new words and phrases in the target language.	
Vocabulary	1. Welcome 2. Hello/ Hi 3. My name is 4. Her/His name is 5. She/He is 6. Good morning/good afternoon 7. See you tomorrow	
Direct Instruction	Do you hear what I hear? • Listening comprehension video to introduce the expressions in the target language. Students while watching will write which expressions they recognize. Reading Cafe	

	● Reading CAFE explanation and expectations. The teacher will introduce a list of books so students can select the one they prefer according to their likes and dislikes. Chill out and socialize ● Explanation and expectations of the games “Excuse me... Are you?” “Identity finder” and introduction to new vocabulary in blooket.
Guided Practice	Do you hear what I hear? ● Discuss the expressions students recognized. ● Edpuzzle live: students will be able to listen and discuss with the teacher and classmates the expressions provided in the lesson. Reading Cafe ● Students will select a book, find new words ● Pair with a partner and discuss and share your findings in pairs. ● Share with the class Chill out and socialize ● Students read their task cards and apply the concepts following the task cards.
Independent Practice	Do you hear what I hear? ● Students will complete a listening exercise individually to reinforce the expressions introduced in class. Reading Cafe ● Students will complete a worksheet to apply the new phrases in a written form. Chill out and socialize ● Students will say “Excuse me, are you... “ and they will introduce themselves as a famous person according to their task card and try to find the person they were asked to locate, if it is not the person, they will say sorry and move to the next person. ● Students will move around the classroom introducing themselves and asking each other’s job. ● Students will play trivia through blooket.

Closure	That's neat: Afternoon meeting "Exit Ticket" Activity: Listen to the song and try to identify what the song is about, first blind and then reading the lyrics.
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Modifications

If students are not following the pace, or if there are students who are in a basic level of language knowledge the lesson will be extended and retaught.

Assessment strategies will be adapted according to WIDA proficiency levels.

Lesson plan

Subject: ESL	Topic: Introduction to the class
Teacher: Lucmar Crespo	Week: 3 Day: 15 Time frame: 8:00 to 12:15 pm

NC Standard Course of Study Objective:

Standard 1 – Social and Instructional Language: English language learners communicate for social and instructional purposes within the school setting.

Activity	Description of Activities and Setting	Materials and Time
Morning meeting	1. The teacher will receive the students with a piece of news from CNN 2. Would you rather... discussion and voting 3. The phrase of the day	● Internet ● Chromebooks ● Smart board Timeframe: 15 minutes

• <u>Class app and class introduction</u> • <u>Daily agenda</u>	“Do Now” Activity: 1. Students will discuss and explain their view of what was explained and introduced in the piece of news. 2. Would you rather... discussion and voting 3. Read and discuss the phrase of the day	
“I Can” Statement	• I can explain my likes and dislikes in the target language. • I can compare and contrast my culture and another culture. • I can use new words and phrases in the target language.	
Vocabulary	1. I'm a big fan of Indian food. 2. I'm (absolutely) crazy about it. 3. I'm quite partial to spicy things. 4. I'm really into it (in a big way). 5. You can't beat a good (Indian meal). 6. I'm particularly fond of hot curries. 7. There's nothing I like more than... 8. Thai food is what I live for. 9. What I wouldn't give for a Thai curry!	
Direct Instruction	Do you hear what I hear? • Listening comprehension video to introduce the expressions in the target language. Students while watching will write which expressions they recognize. Reading Cafe	

	• Reading CAFE explanation and expectations. The teacher will introduce and discuss a video regarding New York and a guided reading about the same place. Chill out and socialize • Explanation and expectations of the games “Find someone who” “Speed dating: Cupid agency”
Guided Practice	Do you hear what I hear? • Discuss the expressions students recognize. • Nearpod: students will learn about a tradition in another country and express if they like it or not. Reading Cafe • Students will read aloud with the teacher and complete comprehension questions. Chill out and socialize • Students read their task cards and apply the concepts following the task cards.
Independent Practice	Do you hear what I hear? • Students will complete a listening exercise individually to reinforce the expressions introduced in class. Reading Cafe • Students will complete a postcard explaining what they like or dislike about New York. Chill out and socialize • Students will say find someone who likes or dislikes something according to their task cards. • Students will play trivia through blookey.
Closure	That’s neat: Afternoon meeting

	“Exit Ticket” Activity: Listen to the song and try to identify what the song is about, first blind and then reading the lyrics.
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Modifications

If students are not following the pace, or if there are students who are in a basic level of language knowledge the lesson will be extended and retaught.

Assessment strategies will be adapted according to WIDA proficiency levels.

Lesson plan

Subject: ESL	Topic: Introduction to the class
Teacher: Lucmar Crespo	Week: 4 Day: 5 Time frame: 8:00 to 12:15 pm

NC Standard Course of Study Objective: Standard 1 – Social and Instructional Language: English language learners communicate for social and instructional purposes within the school setting.

Activity	Description of Activities and Setting	Materials and Time
Morning meeting • Class app and class introduction • Daily agenda	1. The teacher will receive the students with a piece of news from CNN 2. Would you rather... discussion and voting 3. The phrase of the day	• Internet • Chromebooks • Smart board
	“Do Now” Activity:	

	1. Students will discuss and explain their view of what was explained and introduced in the piece of news. 2. Would you rather... discussion and voting 3. Read and discuss the phrase of the day	
“I Can” Statement	• I can explain locations around my community. • I can use new words and phrases in the target language.	
Vocabulary	1. Just next door (to my home) 2. Just beside 3. On my street / On the same street as.. 4. Just up / down the road 5. Not far from (my home) 6. Right on my doorstep 7. Just a stone's throw away 8. Just round the corner 9. A two-minute walk from.	
Direct Instruction	Do you hear what I hear? • Listening comprehension video to introduce the expressions in the target language. Students while watching will write which expressions they recognize. Reading Cafe • Reading CAFE explanation and expectations. The teacher will introduce and discuss a video regarding London and a guided reading about England. Chill out and socialize • Explanation and expectations of the games “Quizwhizzer: tour around London” and “UK Trivia” in Kahoot.	
Independent Practice	Do you hear what I hear?	

	- Students will complete a listening exercise individually to reinforce the expressions introduced in class. Reading Cafe - Students will complete a listening task about England using liveworksheets. Chill out and socialize - Students will play a game about London and a trivia about UK Students read their task cards and apply the concepts following the task cards.
Closure	That's neat: Afternoon meeting "Exit Ticket" Activity: Listen to the song and try to identify what the song is about, first blind and then reading the lyrics. Karaoke version of the song in order to practice pronunciation.

Modifications

If students are not following the pace, or if there are students who are in a basic level of language knowledge the lesson will be extended and retaught.

Assessment strategies will be adapted according to WIDA proficiency levels.

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